## 2018-19 NC Check-In 2 Grade 6 Mathematics State Item Statistics

	Content Standard		Item #	Depth of Knowledge	Percent Correct by Item
Expressions and Equations	6.EE.1	Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.	2 4 10* 15* 18*^	Recall Recall Recall Skill/Concept Recall	78.6 60.6 62.0 27.1 39.2
The Number System	6.NS.1	Use visual models and common denominators to:  • Interpret and compute quotients of fractions.  • Solve real-world and mathematical problems involving division of fractions.	8* 11* 12* 13* 16*	Skill/Concept Skill/Concept Skill/Concept Recall Skill/Concept	53.3 66.9 53.2 56.4 46.8
	6.NS.2	Fluently divide using long division with a minimum of a four-digit dividend and interpret the quotient and remainder in context.	9* 14* 17*^ 22*^	Strategic Thinking Skill/Concept Strategic Thinking Strategic Thinking	39.6 59.8 27.1 35.1
	6.NS.3	Apply and extend previous understandings of decimals to develop and fluently use the standard algorithms for addition, subtraction, multiplication and division of decimals.	1 3 5 6 7	Recall Skill/Concept Recall Recall Skill/Concept	83.2 43.1 74.1 60.3 76.3
Ration and Proportional Relationships	6.RP.4	<ul> <li>Use ratio reasoning to solve real-world and mathematical problems with percents by:</li> <li>Understanding and finding a percent of a quantity as a ratio per 100.</li> <li>Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any given quantity.</li> <li>Finding the whole, given a part and the percent.</li> </ul>	19*^ 20^ 21^ 23^ 24^ 25^	Skill/Concept  Recall Skill/Concept  Skill/Concept  Skill/Concept	31.8 48.0 74.1 59.2 64.1 49.8

<sup>\*</sup> Items marked with an asterisk (\*) are gridded response items.

Note: Results from NC Check-Ins should not be compared across interims, districts, or the state.

Each math Grade 6 NC Check-In assesses different content standards.

<sup>^</sup> Students had access to a calculator when completing items marked with a ^.